



City of Seattle

Greg Nickels, Mayor

Bill Wright Technology Matching Fund Grant Program Evaluation Report

Study Conducted by MGS Consulting for
the City of Seattle Department of Information Technology
Community Technology Program

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EXECUTIVE SUMMARY

The Technology Matching Fund (TMF) grant program was established in 1997 by the City of Seattle to support the community's efforts to close the digital divide and encourage a technology-healthy city. The program provides grants by matching in cash the community's contribution of volunteer labor, materials, professional services, or cash. Funds are provided on a reimbursement basis.

In December 2004, MGS Consulting designed and implemented an evaluation process to begin to understand and articulate the value and impact of the TMF grant program. Our study included a grant documentation review, a grantee survey, and case study visits. This executive summary includes the key findings we discovered in our evaluation work.

KEY FINDINGS

Our evaluation of the TMF program yielded four major findings:

1. The TMF grant program reaches a diverse group of people. This diversity is in line with national and city target populations of those underserved or left behind in the digital divide.
2. The people who participate in these programs have life-changing goals (employment, literacy, accessing social services and government) and engage in TMF-sponsored technology learning programs in order to realize these goals.
3. The use of volunteers in TMF-sponsored programs has brought success and resources to the grantee organizations.
4. TMF grantee organizations have increased their staff skills and capacity as a result of their interaction with the City of Seattle during the grant process.

1. Serving diversity—bridging the digital divide

Local and national studies show that the populations most at risk of falling behind in the digital divide are African Americans and other minorities, seniors, and those with lower income and/or less education. In our sample, the TMF grant program has reached these very groups. Black, African Americans were identified as one of the primary ethnic groups, served by 62% of programs we surveyed. Thirty-six percent (36%) of the organizations served the White, low-income community and 21% served Hispanic people. American Indian or Alaska Native, Asian, and Native Hawaiian or other Pacific Islander were each identified as one of the primary ethnic groups served by 10% of the organizations that participated in our survey.

Additionally, youth was the primary audience for 41% of the organizations in our survey, and immigrants or refugees were the primary audience for 20% of the organizations. Each of the following groups was reported being one of the primary audiences served by at least 10% of survey respondents: low-income people, seniors, adults, the homeless, and the disabled.

2. Helping people realize life-changing goals

TMF-sponsored programs help participants achieve more than learn technology. In our survey, we asked the program managers to identify the goals that people had for participating in these technology

programs, in addition to gaining information technology (IT) technical skills. People's goals were life-changing. The goals reported by the organizations were:

- Connect to family and friends (59% of organizations surveyed)
- Access social and government services online (44%)
- Gain workplace skills (44%)
- Get tutoring, homework help (41%)
- Improve or obtain literacy (37%)
- Find or get a job (34%)
- Adult education or GED (24%)
- English as a Second Language (ESL) and/or citizenship issues (24%)

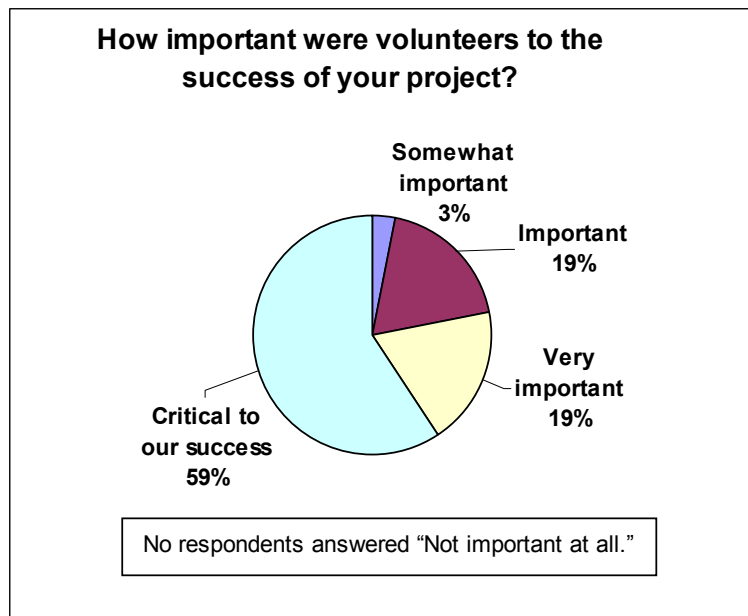
The majority of technology skills taught were basic computer and Internet skills.¹ This is exactly what bridging the digital divide looks like in action. Participants in the TMF-sponsored programs need and are learning basic information and communications technology skills in order to apply them to their life goals. Almost half of the organizations taught intermediate computer skills (49%) and/or multimedia (44%).

3. Volunteers bringing success and resources to grantees

Volunteers were identified as important in some degree to the success of all the TMF-sponsored programs. In total, 74% of the organizations we surveyed used volunteers as part of their match for the TMF grant. Fifty-nine percent (59%) said that the volunteers were critical to the success of their programs, and 38% said that the volunteers were important or very important to the success of their programs.

¹ Seventy-two percent (72%) of organizations reported teaching basic computer skills, and 65% reported teaching basic Internet skills.

FIGURE 1: IMPORTANCE OF VOLUNTEERS TO PROJECT SUCCESS



Overall, 75% of the grantees reported being able to increase volunteer help in their organizations as a result of the TMF matching grant. And impressively, 47% of grantees also reported that their volunteers had helped them secure other program funding.

4. Increasing the staff skills and capacity of grantee organizations

The Technology Matching Fund increases the organizational capacity of its recipients. Seventy-six percent (76%) of respondents indicated that their organizations had gained knowledge or skills from working with the City of Seattle during the TMF grant process.

FIGURE 2: INCREASES IN ORGANIZATIONAL KNOWLEDGE OR SKILL



These knowledge/skill areas were:

- Technical skills (28%)

- Partnering skills (21%)
- Curriculum content knowledge (17%)
- Skills in working with constituents (clients) (14%)
- Management and business skills (14%)

Additionally, half of the respondents said that their interaction with the City and the TMF process changed the way they used technology in their own organizations. Other reported benefits of being a TMF grantee included:

- Networking and partnering experiences
- Gaining access to other resources
- Community connection
- Extended reach for their program

RECOMMENDATION

To continue to evaluate and increase the effectiveness of TMF-sponsored programs, we recommend asking the program managers of all TMF grantee organizations to complete a questionnaire on a quarterly basis. The questionnaire would capture the same usage and demographic data that we gathered in our survey. The responses would help the City of Seattle chart the continued progress of TMF-sponsored programs by area, ethnicity, and other demographic factors and to see the emerging needs of these communities as they arise.

THE TECHNOLOGY MATCHING FUND

The Technology Matching Fund (TMF) was established in 1997 by the City of Seattle to level the playing field for technology-underserved populations, working in partnership with community efforts to close the digital divide and encourage a technology-healthy city.² Specifically, the Technology Matching Fund program goals are to:

- Increase technology literacy (for example, teach computer skills or effective Internet use).
- Provide residents with access to computers, the Internet, and other information technology.
- Increase residents' use of technology for civic engagement and democratic participation.

Through 2004, the TMF gave out 83 grants, with an average grant amount of \$13,473—a total of \$1,118,232 invested in Seattle's communities. In developing the matching fund, the city made a decision to invest in a community-based system of decentralized deployment of technology and training. This approach relies on the expertise and responsiveness of diverse organizations that serve the needs of Seattle residents. Applications are taken once per year; funding decisions are made based on the recommendations of a review committee of the Citizens Telecommunications and Technology Advisory Board. The reviewers use a set of criteria established by the city in consultation with the advisory board.

THE DIGITAL DIVIDE

To understand the goals of the TMF, we need to define which populations are underserved with regard to technology and what constitutes the “digital divide.”

“The digital divide is not just about access to computers. It is about being able to use computers to unleash the potential of people to help catalyze progress. It is about being able to use the computer to connect with other people. It is about being able to find information to improve the way people are maintaining their health. It is about being able to have access to the things you need or want...Community Technology Centers understand that [they] play an important role in helping the disenfranchised learn how technology can inspire positive change, if it is set in the context of community...That is what solving the digital divide is about. It's about delivering people to opportunities to realize their own possibilities.”³

So, who are the people, groups, and communities that are identified as being affected by this digital divide? *Falling Through the Net: Toward Digital Inclusion*, a report published in 2000 by the U.S. Department of Commerce's National Telecommunication and Information Administration, identifies the following groups as most at risk for being excluded as part of this digital divide:⁴

- Noticeable divides exist between those with different levels of income and education.

² <http://seattle.gov/tech/tmf/default.htm>

³ Harris, Rahsaan. “It's About Education: The Real Issue of the Digital Divide.”

<http://www.techsoup.org/howto/articlepage.cfm?ArticleId=320&topicid=12> (Aug. 7, 2001; retrieved Jan. 28, 2005).

⁴ <http://www.ntia.doc.gov/ntiahome/digitaldivide/execsumfttn00.htm>

- Persons with a disability are only half as likely to have Internet access as those without a disability.
- Among those with a disability, people who have impaired vision and problems with manual dexterity have even lower rates of Internet access and are less likely to use a computer regularly than people with hearing and mobility problems. This difference holds in the aggregate, as well as across age groups.
- Large gaps also remain regarding Internet penetration rates among households of different races and ethnic origins.
- Large gaps for Blacks and Hispanics remain when measured against the national average Internet penetration rate.

In 2004, the City of Seattle completed the Information Technology Residential Survey, which found some of these same national digital divide issues in our local communities.

“Despite a high level of technology use by Seattle residents—85% are current computer or Internet users and most of these have home access—Seattle still has a significant digital divide. Older Seattleites or those with less income or education are less likely to be current or comfortable technology users, although more education and younger age seem to offset the negative effects of low income on access to technology. Lower levels of connectivity are also evident among African American respondents, but the gap is not as pervasive as with the seniors and those with less income or education.”⁵

In our evaluation, we found that the Technology Matching Fund has indeed targeted the demographic subgroups that remain on the other side of the digital divide, including African Americans and other minorities, seniors, and low-income people and communities.

HOW DOES THE TMF GRANT PROGRAM WORK?

The TMF provides grants by matching in cash the community’s contribution of volunteer labor, materials, professional services, or cash. Funds are provided on a reimbursement basis.

Who can apply for a TMF grant?

Applications are accepted from the following kinds of organizations:

- A neighborhood-based group, such as a community council, a neighborhood association or group of businesses, that draws its membership from a commonly recognized geographic neighborhood in Seattle.
- An ad hoc group of residents who form an organization to work on a specific project. The group does not need to be incorporated, though it does need to work with a tax-exempt organization to handle the funds.
- A community-based organization with a majority of its members residing or operating businesses in Seattle and whose purpose is to improve the quality of life for a particular community in Seattle.

⁵ *City of Seattle 2004 Information Technology Residential Survey*, p. 87.

The applicant group must have an open membership, have a non-discrimination membership policy, and actively seek the involvement of community members and/or appropriate business proprietors.

The City gives weight to projects that involve technology-underserved communities and effectively address community needs. It encourages creative and community-appropriate solutions.

STUDY OVERVIEW

In December 2004, MGS Consulting designed and implemented an evaluation process to answer the following key questions and assumptions about the value and impact of the TMF grant program:

- What communities and types of programs are supported by TMF grants?
- How have the people in communities benefited from programs sponsored by a TMF grant?
- How does the requirement of having matching resources, volunteers, and community partners impact the grantee organizations and their programs?
- What impact does working with the City through the TMF grant process have on the grantee organizations?

OBJECTIVES AND APPROACH

To address these issues, our study focused on seven core questions:

1. What programs were started and expanded through the TMF grants?
2. Of these programs, how many continue to operate?
3. What people and communities were served? What skills were they taught?
4. What impact did the volunteers have on the efficacy of the program?
5. What impact did the volunteers have on the resources available to the organization?
6. What impact did community networking and partnerships have on resources and the sustainability of programs and organizations?
7. Did organizations benefit from the TMF grant process and their relationship with the City?

STUDY DESIGN AND METHODOLOGY

To answer these questions, we designed both quantitative and qualitative measures:

- A review of all grant applications and status reports of all TMF grantees from its inception in 1998 through March 2005
- A survey distributed to all current and former TMF grantees
- Case studies with selected TMF grantees to evaluate qualitative impact beyond what the surveys could capture

PARTICIPATING ORGANIZATIONS

Of the 54 organizations that received TMF grants, 38 responded to the survey, representing 43 different programs out of the total 83 programs funded by the TMF. (Some organizations had multiple programs receiving a TMF grant.) Here are the organizations that completed the survey.⁶

⁶ For descriptions of each grant, see the TMF website at <http://seattle.gov/tech/tmf/>.

1. 911 Media Arts Center
2. Boys & Girls Clubs of King County
3. Boys & Girls Clubs of King County: On the Move Program
4. Boys & Girls Clubs of King County: Tech Mobile
5. Bryant PTSA
6. Bryant PTSA: Computer Lab
7. Chinese Information and Service Center
8. Community Day School
9. Delridge Community Access Center
10. Delridge OnRamp
11. Delridge OnRamp Career and Computer Access Center
12. Emerald City Outreach Ministries
13. Ethiopian Community Mutual Association
14. Homewaters Project
15. Horn of Africa Services
16. International District Housing Alliance
17. Jack Straw Productions: Blind Access Initiative
18. Jack Straw Productions: Historias del Familias Program
19. Kawabe Memorial House
20. Langston Hughes Performing Arts Center
21. Lighthouse for the Blind
22. Literacy Source
23. Low Income Housing Institute
24. Metropolitan Improvement District
25. North Seattle Family Center
26. Phinney Neighborhood Association
27. Powerful Schools
28. Rainier Vista Leadership Team
29. Real Change
30. RecTech Coalition
31. Sacajawea Elementary PTA
32. Seattle Community Access Network
33. Seattle Goodwill
34. Seattle Independent Media Center
35. Senior Center of West Seattle
36. South Park Community Center
37. Summit K-12
38. Technology Access Foundation
39. UW Women's Center
40. Vietnamese Friendship Association
41. Wallingford Community Senior Center
42. Washington CASH
43. YMCA of Greater Seattle

We profile several of these organizations and describe the impact of the TMF grant in the “Case Studies” section at the end of this report.

KEY FINDINGS

Our evaluation of the TMF program yielded four major findings:

- 1) The TMF grant program reaches diverse groups of people. The diversity spans:
 - Ethnicity
 - Age
 - Geography
 - Skill level
- 2) The people who engage in TMF-sponsored programs are taught a range of technology skills and participate in order to realize life-changing goals.
 - The majority of grant projects included basic computer and Internet skills training.
 - Projects also provided advanced skills, assistive technology, multimedia, computer rebuilding and electronic civic participation skills training.
 - Participants’ goals for coming to technology programs went far beyond learning basic computer skills. They included:
 - Learning how to access services, like schools and daycare (44% of respondents)
 - Gaining workplace skills (44%)
 - Gaining literacy skills (37%)

- Getting a job (34%)
 - Getting a GED, or other adult education (24%)
 - Working on ESL and citizenship issues (22%)
- 3) The use of volunteers in TMF-sponsored programs brought success and resources to the grantee organizations.
 - 4) TMF grantee organizations increased their staff skills and capacity as a result of their interaction with the City during the grant process.

The remainder of this section of the report examines these findings in detail.

WHICH COMMUNITIES ARE SUPPORTED BY TMF GRANTS?

The goal of the TMF is to help close the digital divide. To understand how the TMF has addressed the needs of underserved populations, we surveyed the grantee organizations to see who was served by TMF-sponsored programs.

Regions of the city served by TMF grants

In total, the City of Seattle Technology Matching Fund supported 83 technology projects that provided services in 110 different locations throughout Seattle.⁷ The TMF program tracks the neighborhoods it has served. Table 1 shows how TMF grants, as well as sites for this survey, have been distributed across different areas of Seattle. Except for the east and northeast areas, the distribution of our survey sites was similar to that of the grant sites.

TABLE 1: GEOGRAPHIC DISTRIBUTION OF TMF-SPONSORED PROJECTS

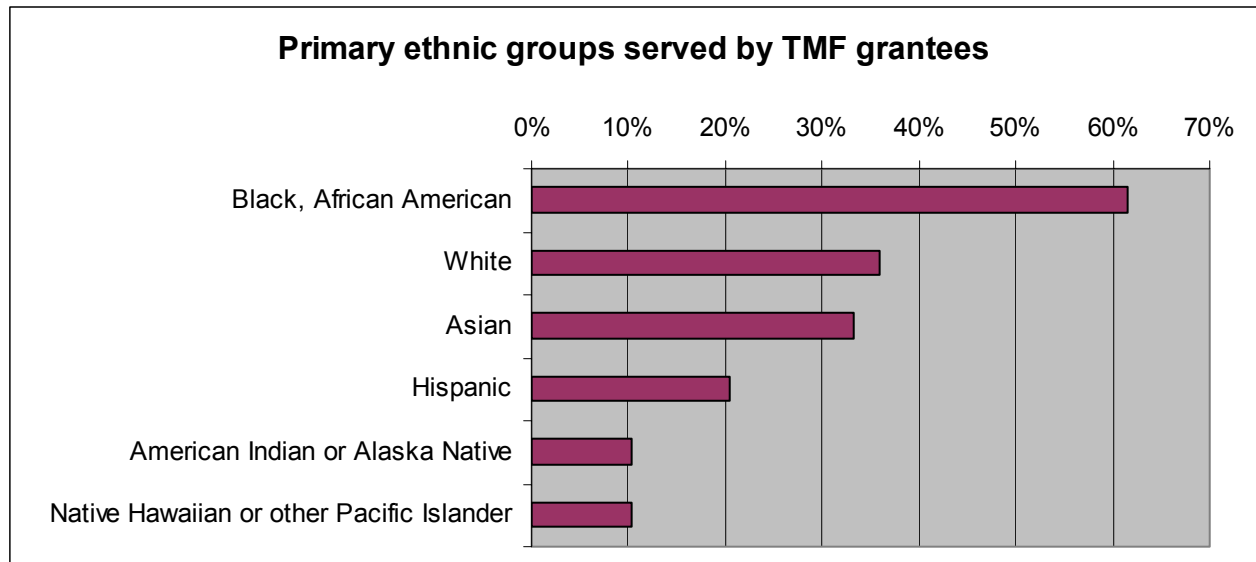
AREA	# OF GRANT SITES	% OF ALL GRANTS	# OF SURVEY SITES	% OF SURVEY SITES
Citywide	9	8%	4	9%
East	25	23%	5	12%
Northeast	15	14%	9	21%
Northwest	6	5%	3	7%
Southeast	28	25%	10	23%
Southwest	12	11%	6	14%
West	15	14%	6	14%
Total	110	100%	43	100%

⁷ Some projects served multiple communities at multiple sites.

Ethnic groups served by TMF grants`

In analyzing what kinds of individuals and demographic groups were served, we first looked at ethnicity. We asked each organization to choose from a list the one or more primary ethnic groups served by its program.⁸

FIGURE 3: PRIMARY ETHNIC GROUPS SERVED BY TMF-SPONSORED PROGRAMS⁹



More than half (65%) of the organizations reported serving multiple ethnicities. The ethnic group most commonly served by these programs was Black, African American (62% of respondents). The second highest group (36%) was White. It should be noted that organizations serving the White group identified their primary audience as also being low-income. Twenty-six percent (26%) of all organizations listed multiple ethnic groups as primary. Other primary ethnic groups included Hispanics (21%), Asians (13%), American Indian or Alaska Native (10%), and Native Hawaiian or other Pacific Islander (10%).

Demographic groups served by TMF grants

In addition to ethnic category, we asked each organization to indicate the primary audiences for their programs. Organizations may serve multiple populations, but this question focused on the *primary* audience of the organization and program.¹⁰ The respondents were asked to choose from the following list; they could select more than one audience as primary.

- Pre-teens
- Teens
- Adults
- Seniors
- Disabled

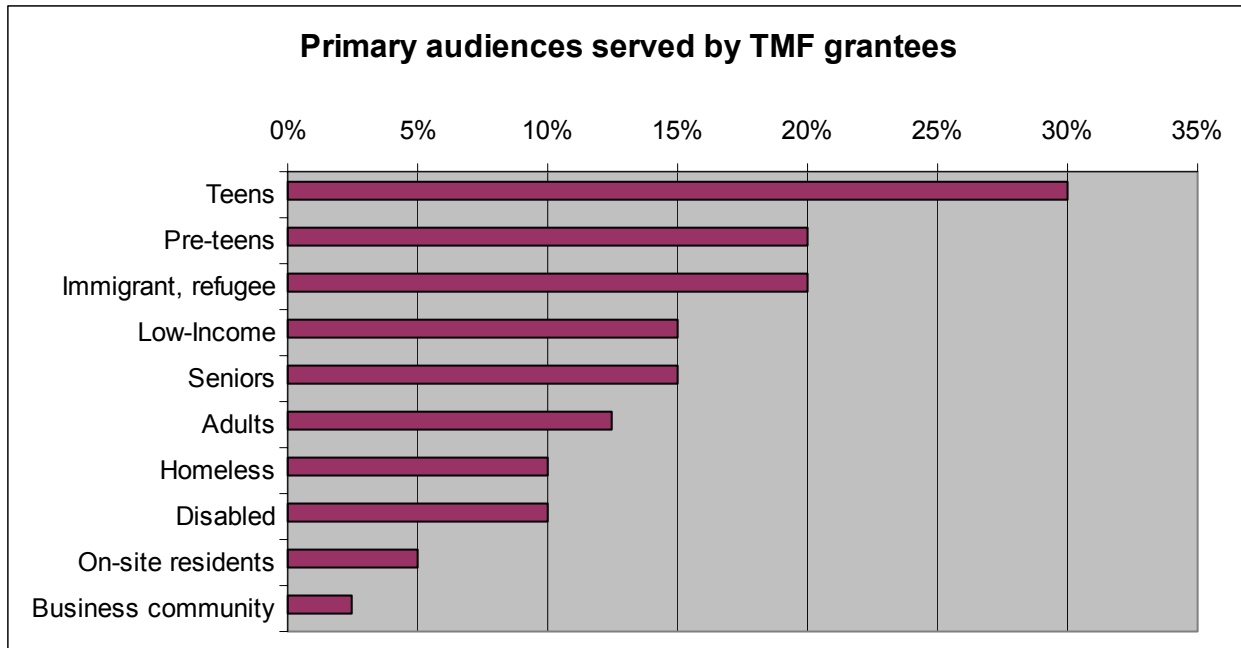
⁸ We used the list of ethnic categories from the U.S. Census.

⁹ Because programs were allowed to report more than one ethnic category, the percentages total more than 100%.

¹⁰ Eighty-six percent (86%) of organizations reported serving multiple demographic groups, and 26% reported multiple groups as their primary audience.

- Immigrant/refugee
- Homeless
- Low-income
- On-site residents
- Other (please specify)

FIGURE 4: PRIMARY AUDIENCE FOR TMF-SPONSORED PROGRAMS



Youth was the most mentioned primary audience—41% of respondents listed their primary audience as teens and/or pre-teens (30% reported serving teens and 20% reported serving pre-teens). The next most frequently mentioned group was immigrants and refugees (20%). Low-income people, seniors, adults, the homeless, and the disabled were each identified by 10–15% of respondents. Also mentioned by two groups were on-site residents, and one group indicated that the business community in their neighborhood was the primary audience.

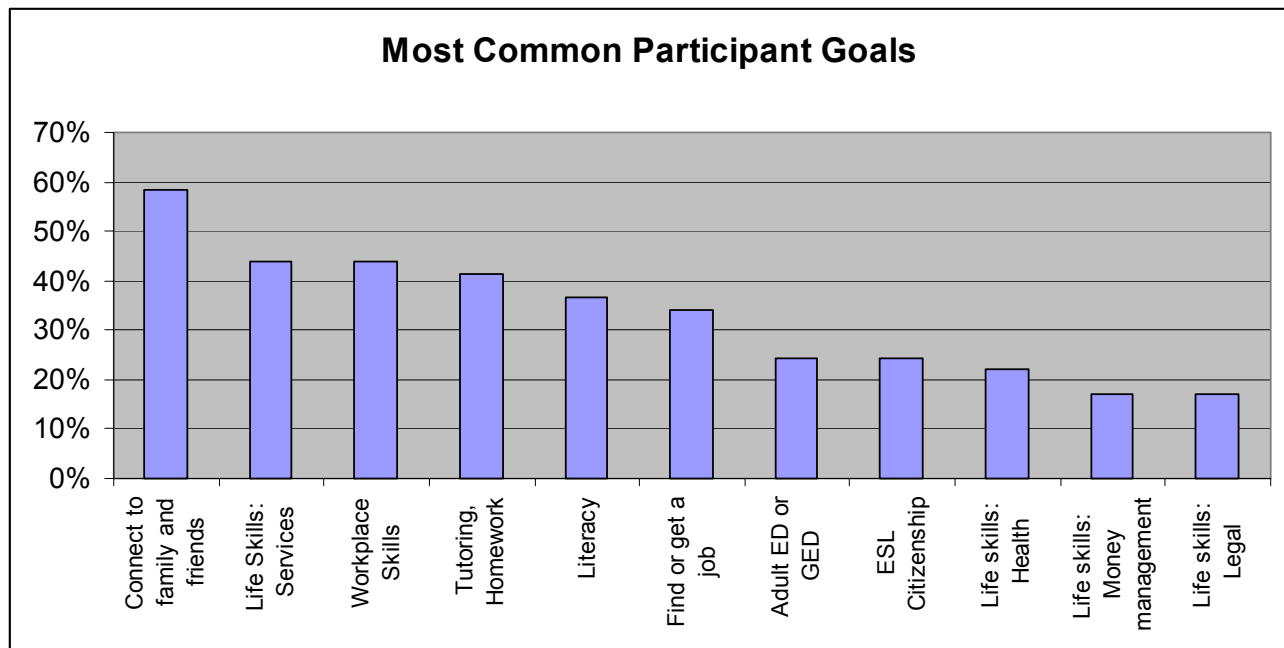
HOW HAVE THE PEOPLE IN COMMUNITIES BENEFITED FROM TMF-SPONSORED PROGRAMS?

In our evaluation, we wanted to summarize the benefits that community members enjoyed as a result of being able to participate in TMF-sponsored programs. Without being able to ask the participants directly, we surveyed the program managers and/or executive directors of these programs and asked what technology skills were taught, what life skill goals they had for participants and generally what programs and services they provided through their matching fund project. Their answers show the range of TMF-sponsored services provided to Seattle residents.

Participants' life skill goals

Figure 5 shows the most common goals that participants were reported to have.

FIGURE 5: GOALS OF PARTICIPANTS IN TMF-SPONSORED PROGRAMS



The range of goals was well-represented and distributed among all the respondents. The most common goals for participants were:

- Connect to family and friends (59%)
- Life skills: services (44%)
- Workplace skills (44%)
- Tutoring, homework (41%)
- Literacy (37%)
- Find or get a job (34%)
- Adult education or GED (24%)
- ESL, citizenship (24%)
- Life skills: health (22%)
- Life skills: money management (17%)
- Life skills: legal (17%)

Technology skills taught to participants

Our survey also asked the program managers and/or executive directors to indicate which skills were taught to program participants to help them reach their goals. Their responses indicate that the first step for community technology programs in affecting people's lives is to teach basic computer and Internet skills. A large majority of respondents reported teaching these basic skills in their programs: 72% reported teaching basic computer skills and 65% reported teaching basic Internet skills.

Skills taught

The most common skills taught in TMF-sponsored programs were basic, specifically:

- Basic computer skills (72% of organizations)
- Basic Internet skills (65%)

Other frequently mentioned information technology skills included:

- Intermediate computer skills (49%)¹¹
- Multimedia software/hardware skills (44%)¹²
- Electronic civic participation (35%)
- Computer rebuilding and/or repair (26%)
- Advanced Internet (21%)¹³
- Assistive technology for people with disabilities (16%)

No program focused solely on basic skills. The programs seemed to teach either a range of skills or a progression of skills. This could indicate a mixed skill base among the participants as well as a need in the community to offer basic skills classes and instruction. A number also cited “Internet skills for a specific reason” (56%). This appears to cover training in using the Internet for such things as research or seeking health or specific services information. Just over half (51%) of the respondents cited general use or open lab time (for a variety of uses) as one of their technology program enhancements.

WHAT PROGRAMS ARE SUPPORTED BY TMF GRANTS?

We asked TMF grantees what technology skills they taught, what life skill goals they had for participants, and generally what programs and services they provided through their matching fund project. Their responses illustrate the range of TMF-sponsored services provided to Seattle residents.

Figure 6 shows the types of technology programs added or enhanced by TMF grantees.¹⁴ These results came in response to an open-ended question that we asked in addition to specific skill questions and that allowed respondents to give a combination of technology and life skill answers. As such, we consider the answers to provide additional clarification and perspective from the respondents.

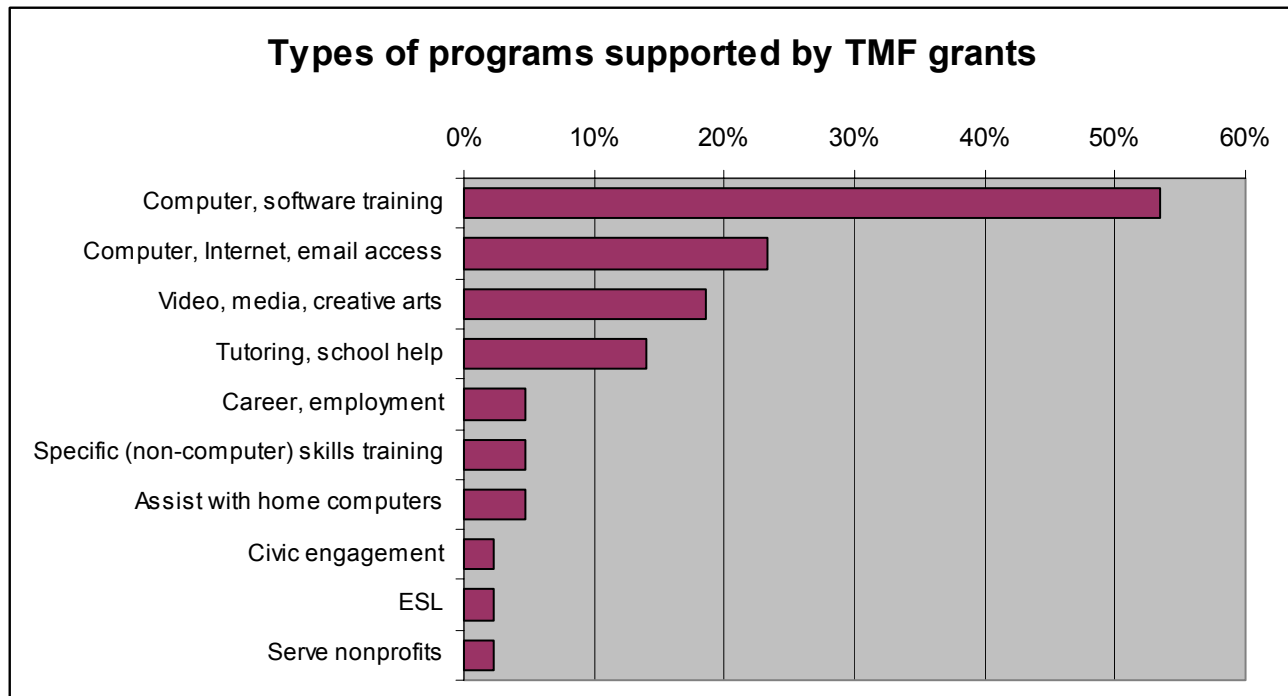
¹¹ Intermediate computer included PowerPoint/presentation, database, and digital publishing.

¹² Multimedia included digital photography, video, audio production.

¹³ Advanced Internet included Web authoring, online database integration.

¹⁴ As reported by the 43 grantee respondents to the survey; multiple responses were allowed.

FIGURE 6: TYPES OF PROGRAMS SUPPORTED BY TMF GRANTS



As Figure 6 shows, by far the most common type of program was computer and software training (53%); followed by access to computers, the Internet, and email (23%); and video, media, and creative arts (19%).

Development and sustainability of TMF-funded programs

In our evaluation, we wanted to ascertain how the money and resources provided by the TMF grant were used programmatically—specifically:

- Was the grant used to start a new program, expand an existing one, or both?
- How many of these programs were sustainable, in that they continued to operate from 1997 to the present?

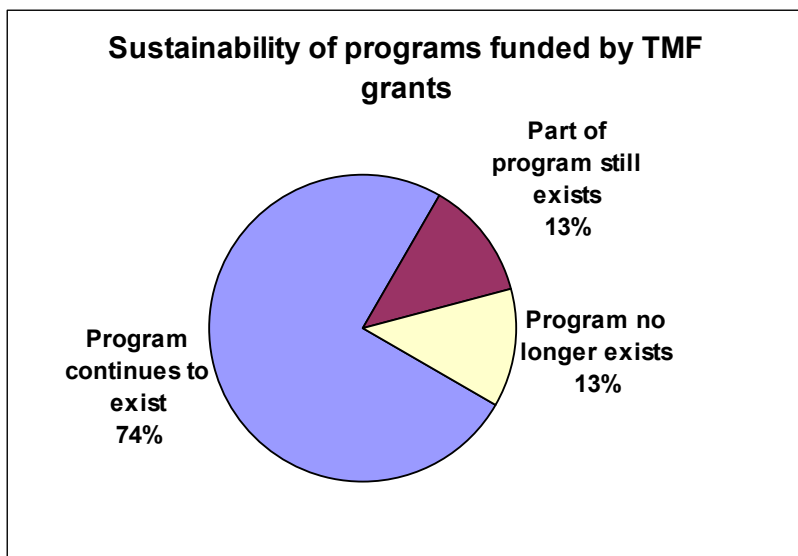
The Technology Matching Fund enhances the program delivery capacity of its grantees by enabling organizations to add new programs or expand existing ones. Of the 43 organizations that responded to the survey:

- Twelve (28%) added a new program.
- Sixteen (37%) expanded an existing program.
- Fifteen (35%) did both.

So, in total, these 43 organizations added 27 new programs and expanded 31 programs that served people and communities in Seattle.

Of the 40 organizations that answered this question, 30 reported that their programs were still operating. Of the other 10, five indicated that some or part of the program was still in operation, and five said that the programs were no longer in operation (Figure 7).

FIGURE 7: SUSTAINABILITY OF TMF-SPONSORED PROGRAMS



Further analysis revealed that four of the five organizations whose programs were no longer in existence had received grants in 1998 or 1999.¹⁵ We looked to see if there was a relationship between whether the program still operates and how long ago the organization received the TMF grant.

Table 2 suggests that programs were less likely to be in operation as more time passed after receiving the TMF grant. This could indicate that long-term sustainability for programs is difficult. Program managers have reported anecdotally that it is easy to get start-up money for labs and programs, but quite difficult to get grants to support and maintain existing technology programs.

TABLE 2: SUSTAINABILITY OF TMF-SPONSORED PROGRAMS BY YEAR OF GRANT

YEAR OF GRANT	NUMBER OF SURVEY PARTICIPANTS	PROGRAM STILL OPERATING?		
		NOT OPERATING	SOMEWHAT OR PARTLY	OPERATING FULLY
1998	5	33%	17%	50%
1999	6	50%	50%	0%
2000	3	0%	0%	100%
2001	6	0%	25%	75%

¹⁵ The other program no longer in existence was funded by a TMF grant in 2003.

YEAR OF GRANT	NUMBER OF SURVEY PARTICIPANTS	PROGRAM STILL OPERATING?		
		NOT OPERATING	SOMEWHAT OR PARTLY	OPERATING FULLY
2002	6	0%	12.5%	87.5%
2003	5	16%	0%	84%
2004	12	0%	0%	100%

HOW HAVE VOLUNTEERS AND COMMUNITY PARTNERSHIPS AFFECTED THE TMF-SPONSORED PROGRAMS AND ORGANIZATIONS?

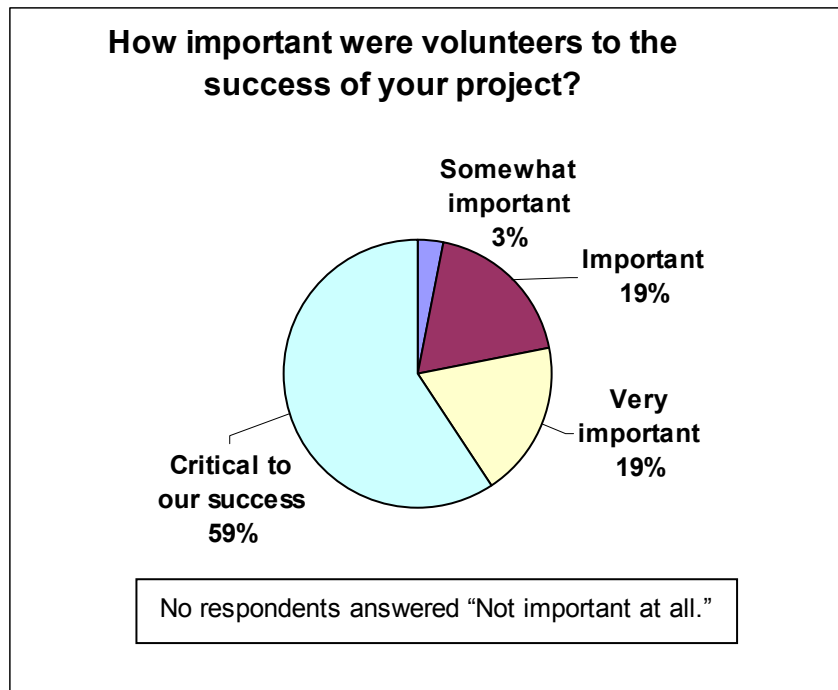
The Technology Matching Fund appears to have a significant effect on volunteers and community partnerships. Part of the hope and assumption of the TMF volunteer match component is that community programs will connect with people, organizations, and resources in a way that will not only impact the sponsored program during the grant period, but will also help sustain the capacity and operation of the organization itself.

To find out if this hope was realized, we asked survey respondents about the impact of volunteers and community partnerships on their programs and organizations. We also explored the impact of having matching resources on organizations as a whole—not just on specific programs during the grant period—in terms of sustainability, collaboration (connection to community resources), and program quality.

Volunteers are important to program efficacy

Thirty-two of the 43 organizations we surveyed (74%) used volunteers as part of their match. Among these 32 organizations, 59% reported that having the volunteers was critical to the success of their programs. Figure 8 shows how respondents rated the importance of volunteers to the success of their program.

FIGURE 8: IMPACT OF VOLUNTEERS ON PROGRAM SUCCESS

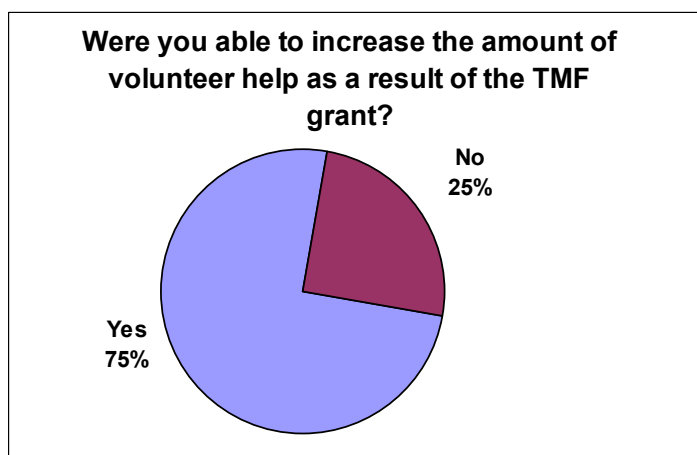


It is important to note that **all** 32 organizations using volunteers as part of their match said that the volunteers **did** impact the success of their programs. In fact, 78% said that volunteers were very important or critical to the program's success.

Volunteers increase the sustainability of the organization

Beyond the impact that volunteers had on the match and the program, we also asked if organizations were able to increase the amount of volunteer help in the overall organization (Figure 9).

FIGURE 9: IMPACT OF TMF GRANT ON VOLUNTEER HELP



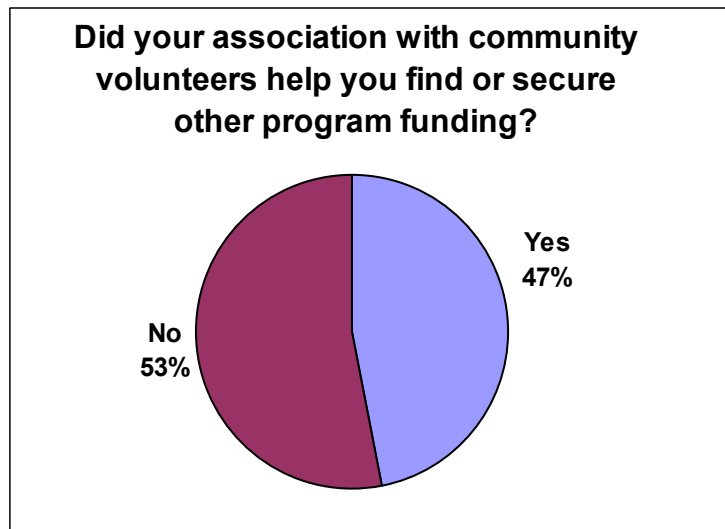
Three-fourths (75%) of the survey respondents said that they were able to increase the amount of volunteer help throughout their organization as a result of the TMF-sponsored program. There are several possible ways to account for this impact: the volunteers who had been recruited for the TMF

grant remained with the program, the volunteers led to greater volunteer connections for the organization, and/or the organizations increased their capacity to use volunteers.

Volunteers help secure other funding or resources

To find out how the volunteer match affected the organizations' long-term sustainability, we asked if the volunteers had helped the organizations secure other funds. Almost half (47%) of the respondents said that the volunteers had helped them secure other funding or resources!

FIGURE 10: IMPACT OF VOLUNTEERS ON PROGRAM FUNDING

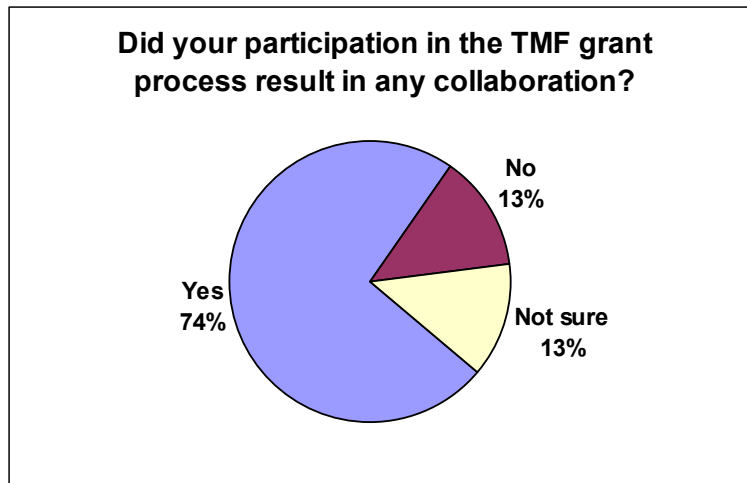


TMF grants support grantee organizations' networking and partnering in the community

In addition to the impact of volunteers, we also examined the potential impact of another part of the TMF matching process: networking and partnering with other organizations and community partners.

We first asked if participating in the TMF granting process resulted in any community collaboration. As Figure 11 shows, 74% of respondents said that their participation resulted in collaboration.

FIGURE 11: IMPACT OF TMF GRANT ON COLLOBORATION



Furthermore, 32% of TMF grantees reported that their association with the City as a TMF grant recipient helped them get more funding from other sources.

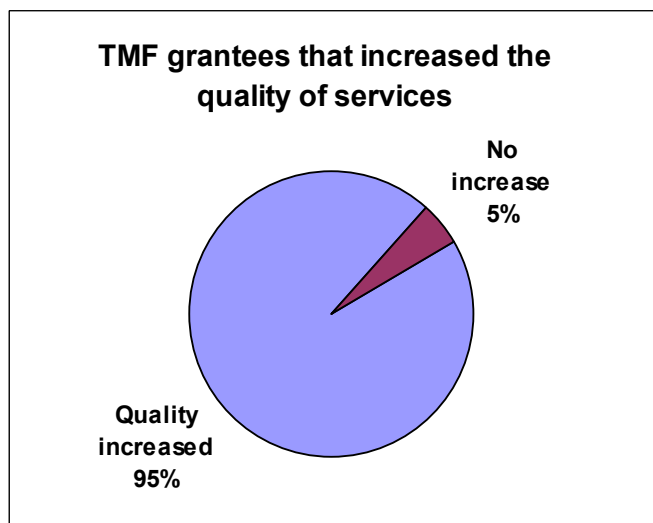
WHAT IMPACT DO TMF GRANTS HAVE?

We found that receiving a TMF grant benefited programs in two ways: it improved the quality of program services and it increased the number of people served. The grant often benefited the organization itself as well, particularly by increasing knowledge and skills within the organization.

TMF GRANTS IMPROVE THE QUALITY OF SERVICES

Our survey asked the grantees whether the TMF grant enabled them to improve the quality of the services they offered. An astounding 95% of the respondents said that they were able to improve the quality of services as a result of receiving the TMF grant.

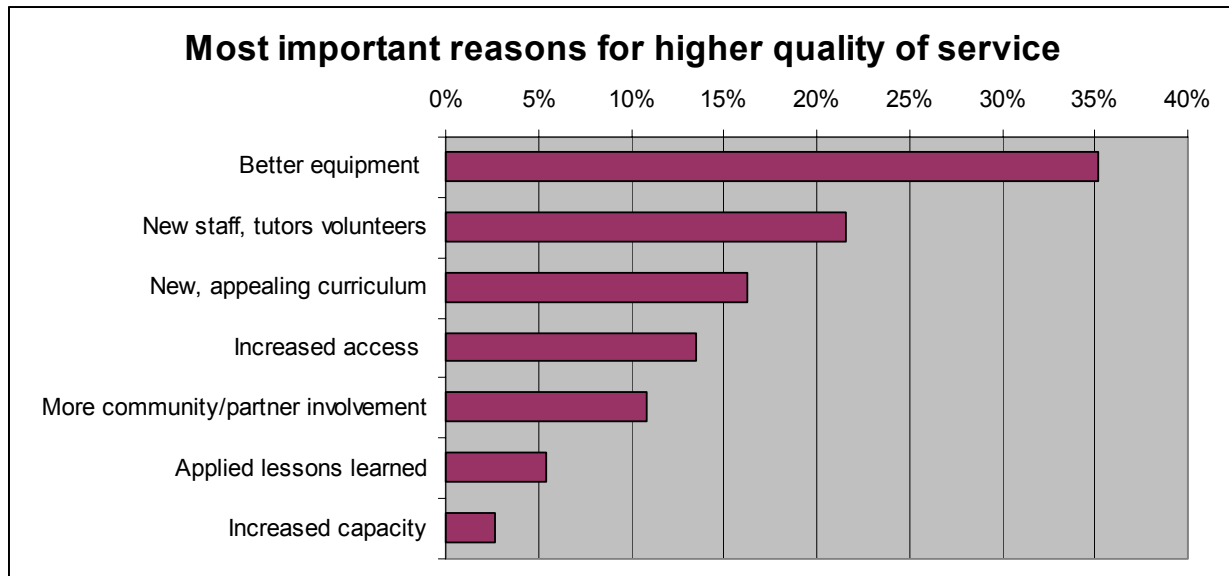
FIGURE 12: IMPACT OF TMF GRANT ON SERVICE QUALITY



Reasons for the quality increase

How, exactly, had receiving a TMF grant enabled almost all the respondents to improve the quality of their services? In an open-ended question, we asked program managers to list the most important reasons they were able to improve quality as a result of receiving the TMF grant. Figure 13 lists the reasons most frequently cited by the survey respondents.¹⁶

FIGURE 13: REASONS FOR IMPROVED QUALITY OF SERVICES



By far, the most common reason cited (by 35% of respondents) was the ability to purchase better equipment—both hardware and software. The top reasons were:

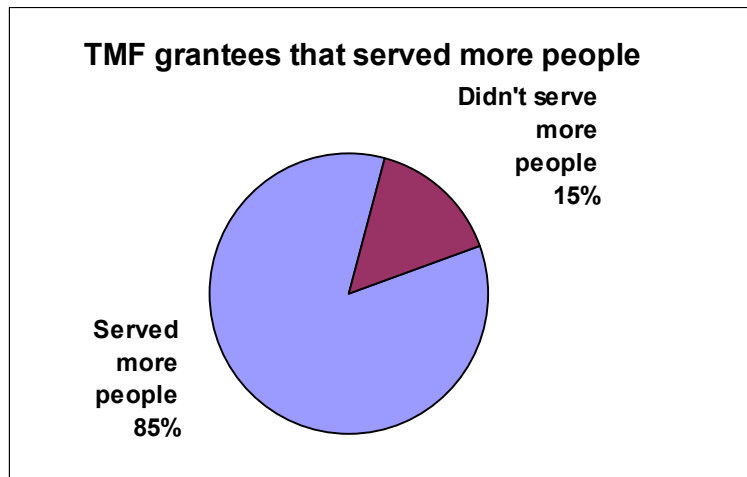
- Ability to purchase better equipment (35%)
- Ability to bring on new staff, tutors, or volunteers (22%)
- Ability to develop or offer new, appealing curriculum (16%)
- Ability to provide increased access to services (14%)
- More community and community partner involvement (11%)

TMF GRANTS ENABLE MORE PEOPLE TO BE SERVED

One measure of the impact that TMF grants have had on organizations is their effect on an organization's capacity and ability to serve more people. In our survey, we asked if the TMF grant increased the capacity of the organizations and programs by enabling them to serve more people. An astounding 85% of respondents reported that because of the TMF grant, they were able to serve more people in their programs (Figure 14). The remaining 15% all reported improving the quality of the programs offered to their existing clientele.

¹⁶ Only respondents who reported an improvement in quality answered this question (37 respondents).

FIGURE 14: IMPACT OF TMF GRANT ON NUMBER OF PEOPLE SERVED

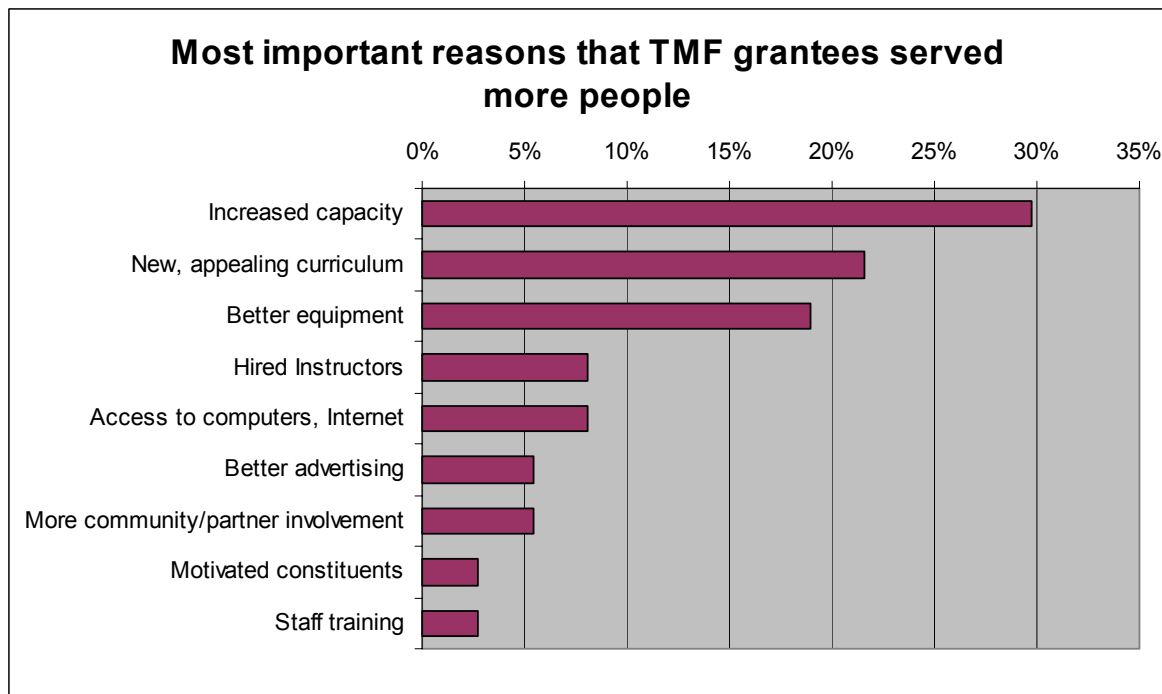


In an open-ended question, we asked how receiving the TMF grant enabled the organizations and programs to serve more people. The organizations reported that the matching grant money and resources helped them:

- Increase capacity
- Develop new, appealing curriculum
- Obtain new/better equipment or software
- Hire instructors
- Provide computer and Internet access
- Pay for and have better advertising
- Develop more community partnerships
- Motivate constituents
- Provide staff training

Figure 15 shows the frequency that each reason was reported by respondents.

FIGURE 15: FACTORS IN ABILITY TO SERVE MORE PEOPLE



TMF GRANTS BENEFIT THE ORGANIZATIONS THEMSELVES

In addition to understanding the impact of TMF grants on the programs and organizations, we wanted to explore the effect of the grant process itself. Did the very nature of contact with, exposure to, and process of working with the City have an impact on the grantee organizations? To find out, we asked if the grant process had any impact on organizational knowledge, skills, the use of technology, and other benefits as identified by the grantees.

Organizational knowledge gained and applied

We asked the survey respondents if their organization had gained any knowledge or skill as a result of interacting with the City through the granting process. As Figure 16 shows, 76% of the respondents said that yes, their organization had gained knowledge or skills from the grant process.

FIGURE 16: KNOWLEDGE OR SKILL GAINS BY TMF GRANTEES

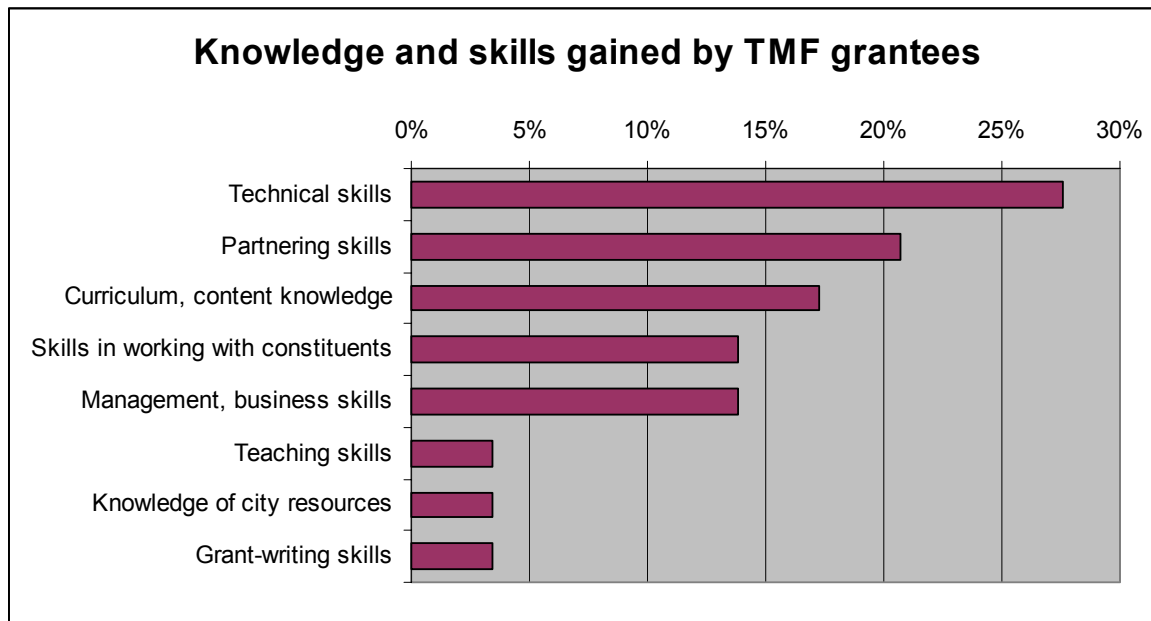


Using an open-ended format, we asked what type of skills or knowledge organizations had gained.¹⁷ The most frequent response was technical skills, identified by 28% of respondents. The most frequent responses were:

- Technical skills (28%)
- Partnering skills (21%)
- Curriculum content knowledge (17%)
- Skills in working with constituents (14%)
- Management and business skills (14%)

Figure 17 shows the skills and knowledge gained from the TMF grant process.

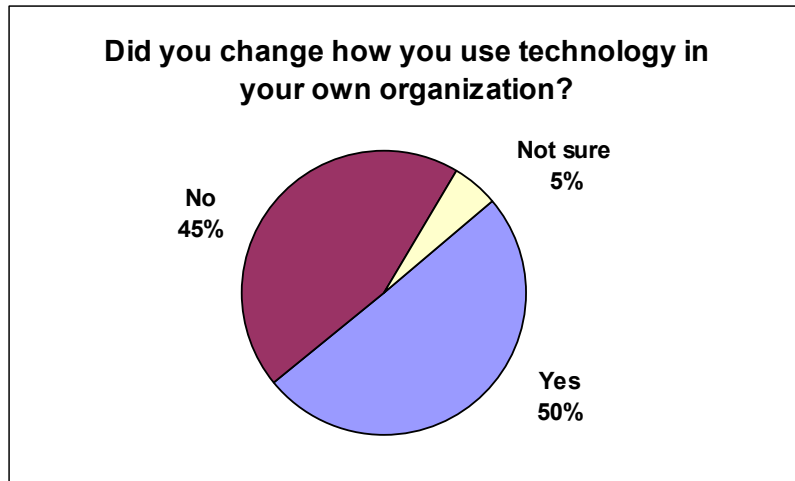
FIGURE 17: KNOWLEDGE OR SKILLS GAINED BY TMF GRANTEES



¹⁷ Only respondents who reported gaining knowledge or skills answered this question (29 respondents).

Organizations appeared to have gained technical skills as a result of the TMF granting process. To follow up, we asked all the organizations whether working with the City in the TMF granting process changed the way they themselves as an organization used technology. Half (50%) reported that it did.

FIGURE 18: CHANGES IN TECHNOLOGY USAGE AS A RESULT OF TMF GRANT



Thus, in addition to enabling organizations to increase the number and quality of services to their constituents and communities, the TMF granting process provided another benefit: the organizations themselves gained and applied a variety of skills. We wanted to make sure that we captured all of these benefits, intended and unintended, direct and indirect. We therefore asked what other ways the organizations had benefited from being TMF grantees.

Other benefits of being a TMF grantee

In an open-ended question, we asked the survey respondents if there were other benefits of being a City of Seattle TMF grantee.¹⁸ Below we list the most common benefits cited, which weren't specifically addressed by other questions in the survey.

Overall, 30% of the respondents reported that an additional benefit of being a TMF grantee was the networking and partnering experienced during the granting process. The most common responses were:

- Networking and partnering (30%)
- Community connection (13%)
- Extended reach for their programs (13%)
- Public recognition (7%)

The number and range of benefits mentioned show the potential impact that the TMF granting process and relationship with the City can have on grantee organizations, above and beyond the program impact that the grant itself has on organizations.

¹⁸ Thirty respondents

CASE STUDIES

Numbers never tell the whole story. To discover more about the use of TMF grants, the types of projects started and supported, and the people involved, we spent time at three agencies gaining a more individual and personal understanding of the impact that the TMF matching fund grant has had on each agency and the individuals they serve. These three case studies provide a snapshot of how recipients apply their Technology Matching Fund grants.

KAWABE MEMORIAL HOUSE—MIND THE GAP PROJECT: TRANSFORMING A COMMUNITY

Founded in 1971 by Harry Sotaro Kawabe, Kawabe Memorial House is an affordable housing community for approximately 170–180 residents with an average age of 79 who have incomes of less than \$600 per month. Forty percent of the residents do not speak English; 86% are of Asian descent and 75% are Japanese or Korean. The other 14% of the residents have varied ethnic backgrounds, including Native American, Ethiopian, African American, and White.

Located less than a mile away, Hilltop House provides housing to low-income individuals 62 years of age and older through the Department of Housing and Urban Development's 202 Program. Like good neighbors, Kawabe and Hilltop administrators share ideas and collaborate on various projects.

The Mind the Gap Project

The Mind the Gap project began when Connie Devaney, Kawabe administrator, and Darla O'Brien, Hilltop administrator, applied for a \$10,000 grant from the City of Seattle Technology Matching Fund grant program to buy two antennae to enable Kawabe Memorial House and Hilltop House to wirelessly access the Internet. The project was created to expand the computer training already available to residents and to provide free high-speed Internet service to the low-income seniors.

What began with a fairly modest goal has evolved over two and a half years to include a donation of \$140,000 worth of equipment from CISCO Systems and free high-speed Internet service from Emerald City Computer Solutions. Also supporting this effort are more than 35 volunteers donating their time and expertise, which includes trained youth from the YMCA who install Ethernet cards and test the computers once they are set up in the residents' apartments.

Every quarter, computer classes are offered at Kawabe Memorial House's volunteer-operated computer lab—on dial-up modems. While Hilltop House also has a computer lab, no classes are currently offered. As part of the Mind the Gap project, Kawabe lab instructors will provide training to Hilltop seniors, who will then be able to offer the classes at Hilltop. Along with everything else at Kawabe House, computer classes are offered in English, Japanese, and Korean. Thanks to software donations from Microsoft, the computers in the lab at Kawabe House are capable of working in all three languages. Classes are for beginning to advanced users and include digital camera usage, working with email, word processing, and customized classes designed to respond to resident requests.

This collaborative effort of Mind the Gap will allow many of the Kawabe residents to receive a free computer and Internet connection. The residents will receive classes for free (to receive a free

computer, they have to participate in the classes). Once accomplished at Kawabe, the next step is to replicate this model at Hilltop.

The transformative potential of this project will be felt on many levels. It will change the lives of the residents by giving them what they want most—access to the Internet and the know-how to use it. Kawabe administrator Connie Devaney says, “The residents are eager to email family back home, read the newspapers from their hometowns and most importantly, influence decisions that impact their quality of life. Residents have had two great successes influencing Senior Services so far.”

In one case, due to budgetary constraints, Senior Services of Seattle/King County planned to close the Title III meal site—the only Japanese meal site in the city. Residents, staff, and the board wrote letters, made phone calls, and circulated a petition to prevent the closure. Thanks in large part to this multi-platform mobilization, the meal site remained open. The same thing happened with the mobile library service and again, the seniors were successful.

Connie believes that these successes have built confidence, which will serve the residents well while learning new computer skills, an intimidating prospect for seniors. It is Connie’s intent and hope that the Mind the Gap project will facilitate the residents’ communication with the City Council and other agencies so that they can continue to influence their own quality of life.

Kawabe Memorial House and Hilltop House are located in Rainer Valley, where high-speed Internet is not made available by a single Internet service provider. Changing this on a large scale was not originally in the plan. But thanks to a partnership with Emerald City Computer Solutions, this may soon change. The two enthusiastic women who own the company have agreed to provide free high-speed Internet access to both buildings and in exchange will make part of the frequency available to other local businesses and residents. Within three years, they expect to profit from the arrangement and will share that profit with Kawabe Memorial House and Hilltop House. This partnership has the potential to transform the entire neighborhood.

Lessons learned

Partnerships create stronger communities. “This has reaffirmed my belief in partnerships. What began as a \$10,000 project will most likely end up a \$200,000 project, all because of partnerships. And it’s not just small nonprofits pulling together. My faith is renewed in corporate America,” says Connie Devaney, Kawabe administrator.

The pace must be tailored to cultural differences: “When we began inviting people into this project, 25 people from Hilltop accepted and only three people from Kawabe.” Connie wondered what was wrong. Everyone at Hilltop speaks English but only 60% of Kawabe residents speak English. The bookkeeper, Nathan, got curious. He began talking one on one with residents, and now 30 people from Kawabe want to participate. Connie said, “The pace and approach is different when working across cultures. I believe that the one-on-one conversations made the biggest difference, but Nathan was so determined that he used our translators to make sure everyone understood.”

CHINESE INFORMATION AND SERVICE CENTER

Established in 1972, the Chinese Information and Service Center (CISC) is a multi-service agency that provides assistance to members of Seattle's Asian community—recent immigrants, youth, and the Chinese elderly.

Most of CISC's work revolves around health, welfare, and education. They focus on helping limited-English-speaking newcomers find jobs and connect with government services they might not otherwise know about. CISC offers a wide array of services, including employment services, naturalization classes, crime-victim advocacy, legal workshops, counseling support, case management, and a technology training program. The technology training program is located in the Community Technology Center (CTC) within the CISC building, so everything is conveniently under one roof.

The CTC offers tailored computer training classes and workshops for adults with limited to moderate experience. Courses include word processing and a variety of Internet-related courses such as introduction to the Internet, navigating government websites, and Internet safety. The courses are offered in both Mandarin and Cantonese to mitigate language barriers and help clients focus on conquering computers, rather than getting entangled in ESL challenges.

Facing the challenges

The two biggest challenges that the Computer Technology Center continually faces are staffing and language barriers. Program staff Karia Wong recalls that they “had 10 volunteers in the beginning and those people are beginning to graduate from college so they are busy and now there are fewer. It is difficult for the Center to find bilingual computer-savvy volunteers.”

The CTC has steadily strengthened its programs by addressing the issues of staffing and language barriers, beginning in 1998 when they were awarded a \$37,500 TMF grant from the City of Seattle. With the grant, they developed and implemented a strategic plan to recruit, organize, and train volunteers who would become the primary group responsible for the long-term operation of the computer center.

As the program has evolved, so have the staffing needs. In May of 2005, the CTC contracted to get a Title V volunteer for 20 hours per week. This volunteer has made a huge difference in the level of support the students receive with their training in the center and their technology use at home. He spends his time helping adult students one on one, giving tutorials and troubleshooting. He is a senior citizen and many of their older clients find it very encouraging to see an older person working well with technology. Karia believes that computers can be very intimidating to people who have never used them, and this volunteer helps to assuage their fears. She also says that most of the people she talks to know how powerful the technology is, but they just don't understand how to access it.

Currently, two part-time staff support the CTC and three on-call volunteers donate their time to help troubleshoot when people face technology dilemmas. In 2004, 24 Microsoft employees got together for The United Way's Day of Caring and gave workshops on website testing, network configuration, and keeping computers virus-free. The high turnout for this event indicates that people are eager for this information.

Karia says, “People need computers at home, but have Internet issues. They don’t understand updates, maintenance and viruses and so when they get stuck, their computer just sits.” The staff and volunteers are working with people to give them a comprehensive understanding of computer use, not just the skills to process words. Karia believes that “this way, their skills are something they can take home and use in their everyday life.”

The class content is continually refreshed to meet the ever-changing needs of CISC clients. For instance, three years ago Karia began creating workshops to address issues faced by computer owners like Internet safety, banking online, maintenance and updates, applications for school and general awareness of mainstream technology like digital camera applications and creating greeting cards and slide shows. The classes and workshops are offered throughout the year and new topics are consistently introduced to keep the curriculum current. With more people signing up for advanced workshops than for introductory classes, Karia believes that progress is being made.

Positive impact of computer training on other CISC programs

The technology training and the computers in the Center have enhanced the services of many of the other programs that CISC offers. For example, employment services refer people to the CTC to craft their resumes, search for jobs, apply online, and find directions. Immigrants can take a sample naturalization test online to prepare for their exam. The mission of CISC is “bridging lives, creating possibilities.” Given the breadth of services that CISC offers, the Community Technology Center is helping to build bridges between their programs and services, as well as out into the larger community.

JACK STRAW PRODUCTIONS

A community-based resource since 1962, Jack Straw Productions provides innovative educational opportunities in art and technology through a broad range of classroom, in-studio, and internship programs for children and adults.

Through its years of evolution as a community service organization, Jack Straw Productions has always kept to the mission of giving voice and the creative experience to those in the community and those who might not otherwise have access to such a venue or experience. They provide hands-on training and experience in new audio technologies and teach artists and students how to use technology to create, document, and present their art. Jack Straw Productions works with a consortium of schools, artists, and arts organizations to develop arts and education programs for youth to meet the needs of a broad student population in a variety of Washington State communities. Jack Straw’s education staff has extensive experience working with students of all ages, as well as with youth with special needs such as incarcerated youth, blind and visually impaired youth, and students with limited English proficiency.

Two Jack Straw programs received funding support from the City of Seattle Technology Matching Fund: *Historias de las Familias* and the Blind Access Program.

Historias de las Familias (Cultural Celebration Foods)

In 2001, Kimball Elementary School began collaborating with Jack Straw Productions on an inter-generational, out-of-school project for bilingual (Spanish/English) students. *Historias de las Familias* was comprised of oral histories, audio vignettes, and Web pages. Students worked with a bilingual artist from Jack Straw Productions to learn about interviewing, script writing, voice techniques, sound effects,

and studio recording. Interviewing their parents about family traditions and celebrations spurred important conversations between students and parents that continued beyond the project. The opportunity to showcase their cultural heritage for the entire school (and in fact, the entire city of Seattle) was a source of enormous pride to the children and their families. As a result of the heightened awareness on the part of both the students and the communities with which they shared their stories, the children and their families felt honored and experienced a newfound sense of inclusion in their communities.

The *Historias de las Familias* project not only provided students with an important opportunity to explore their culture through oral history, but it also met academic criteria such as writing, communication skills, technology skills, and art. The staff at Kimball Elementary School also noticed that for the Latino parents, the project served as an important springboard to becoming more involved in their children's education. The Latino parents at Kimball who were involved in the Jack Straw project have now become very active in school activities and in what their children are learning. The Kimball school staff believe that *Historias de las Familias* sparked the educational interest of Latino parents and led to their organizing a Latino family support group that meets monthly to discuss issues of concern and to learn important parenting skills. They also asked the school to start evening ESL classes so that they could participate more fully in their children's education.

The most important development for Kimball has been the clear demonstration of academic improvement by the children who collaborated with Jack Straw. Standardized test scores showed a significant increase in all areas for Latino children, whereas no other ethnic group in the school demonstrated this type of collective increase in scores. The Kimball staff attribute much of this improvement to the increase in parental participation fostered by the *Historias de las Familias* project.

Building on the success of *Historias de las Familias*, Kimball Elementary School and Jack Straw Productions worked together again to produce *Cultural Celebration Foods* with two third-grade classes in May 2005. Students explored their families' cultural traditions, holidays, and special foods through oral history interviews. They then composed radio vignette scripts based upon their family stories, which they recorded and produced, complete with music and sound effects at Jack Straw's studios. Students not only learned about family history and the importance of oral history, but they also gained skills in creative audio production.

Blind Access Program (Blind Youth Audio Project)

For seven years, Jack Straw Productions has partnered with the Department of Services for the Blind to present a summer program that exposes blind and visually impaired students to creative opportunities in the medium of sound. "Blindness can be isolating, especially in smaller communities," says Alan Garels from the Department of Services for the Blind. "Some of these kids are flat out lonely during the summer months, but I believe the Blind Youth Audio Project was the reason a couple of the students came back to the summer youth employment program this summer."

Joan Rabinowitz, Executive Director of Jack Straw Productions, recalls "Bob," who was blind and had cerebral palsy. At first his case managers doubted that he would be able to participate in such a program—they were concerned about behavioral issues. Joan recalls how Bob blossomed the first year, enjoying learning and performing sound text, ad-libbing text, and creating and writing his own text.

Even more impressive, in working with others to create the audio productions, Bob engaged more with his peers and earned new respect from them.

In addition to the audio programs for blind and visually impaired youth, Jack Straw also responded to demands from blind and visually impaired adults and began a series of audio workshops for adult learners. Like the youth programs, these workshops focused on basic audio production, creative soundscaping, and radio theater.

Through these programs students, both youth and adults, got hands-on experiences in both the creative and technical aspects of working with sound.

Although the programs have always been extremely successful, the professional computer technology involved in audio production has historically been visually oriented. Without accessible technology, blind youth and adults must rely on sighted engineers to produce their creative audio work.

Because of their commitment to finding a solution for visually impaired individuals—and thanks to grant support—Jack Straw Productions was able to purchase new software that had been developed by a blind engineer for blind engineers. This new software allows a blind person to record and edit his or her own work without the assistance of a sighted engineer. For the youth students, this is another opportunity to enjoy independent successes. And for some visually impaired adults (and youth), it has opened up a new field of creative expression and employment opportunity.

“An audio program available to blind adults could widen employment opportunities in the arts for the blind and visually impaired, and give them the head start they need.”

“Brad,” a visually impaired artist/ audio engineer, recalling how difficult it was for him to learn his trade

CONCLUSION

Our evaluation indicates that the Technology Matching Fund is helping to close the digital divide in Seattle by providing increased access to technology and promoting increased technical literacy in underserved populations. TMF grants support programs that target African Americans, Hispanics, and other minorities as well as seniors, new immigrants, and people earning low incomes—the populations most at risk of falling on the other side of the digital divide. Participants in many TMF-sponsored programs learn basic computer and Internet skills as a first step to achieving larger life goals related to employment, literacy, education, and citizenship.

The impact of TMF grants on these programs is clear. Thanks to better equipment, additional staff and volunteers, and other enhancements, organizations say that TMF grants have enabled them to serve more people and to improve the quality of services they offer. TMF grants also benefit the grantee organizations themselves: They report being able to use volunteers more effectively, attract additional funding, collaborate with others in the community, and gain new skills and knowledge.

RECOMMENDATION

This preliminary study indicates that the Technology Matching Fund is reaching the demographic categories of people most at risk to be affected negatively by the digital divide. And in reaching these people, TMF-sponsored programs offer meaningful skills and training opportunities that allow people to strive for and attain their personal and professional goals, such as accessing government and services;

gaining workplace skills; getting employment; furthering their education; and working on ESL, literacy, and citizenship issues.

To continue to evaluate and increase the effectiveness of TMF-sponsored programs, we recommend asking the program managers of all TMF grantee organizations to complete a questionnaire on a quarterly basis. (A template is included in Appendix B of this document.) The questionnaire would capture the same usage and demographic data that we gathered in our survey. The responses would help the City of Seattle chart the continued progress of TMF-sponsored programs by area, ethnicity, and other demographic factors and to see the emerging needs of these communities as they arise.

APPENDIX A: TMF GRANTEE SURVEY

- 1) What is the name of your organization?
 - 2) Please tell us the zip code for your organization.
 - 3) What is the name of the project that you are referring to in filling out this survey?
 - 4) Were you the person that worked directly on this project?
 - ☐ Yes
 - ☐ No
 - 5) As a result of receiving the Technology Matching Fund (TMF) grant, were you able to provide a new program or service or expand an existing program or service?
 - ☐ Were able to provide a new program or service
 - ☐ Expanded on an existing program or service
 - ☐ Both
-

[This next section was answered only by people who responded “Were able to provide a new program or service” in question 5.]

- 6a) What new programs or services have you been able to provide?
- 7a) What technology skills did you teach your participants in your Technology Matching Fund Project? (Check all that apply)
 - ☐ Learn basic computer skills (on/off)
 - ☐ Learn basic Internet (email)
 - ☐ Learn intermediate computer (PowerPoint/presentation)
 - ☐ Learn advanced Internet (Web authoring)
 - ☐ Learn multimedia (digital photography)
 - ☐ Learn to use the Internet effectively for a specific topic or reason
 - ☐ Learn to build and/or maintain a computer
 - ☐ Electronic civic participation
 - ☐ Have general access to computers and the Internet (open lab time)
 - ☐ Learn to use assistive technology
 - ☐ Other or comments
- 8a) In addition to technology skills, what were your goals for participants? (Check all that apply)
 - ☐ Education: Adult Basic Ed or GED
 - ☐ Education: Youth tutoring/homework
 - ☐ Education: Basic literacy
 - ☐ ESL/Citizenship
 - ☐ Employment training: Basic workplace skills
 - ☐ Employment training: Finding and getting a job

- ☐ Employment training: Technical certification or specialized skills
- ☐ Employment training: Special industry training (specify?)
- ☐ Business development: Small business or entrepreneur skills
- ☐ Connect to family and friends
- ☐ Life skills & resources: Banking & money management
- ☐ Life skills & resources: Health
- ☐ Life skills & resources: Legal rights
- ☐ Life skills & resources: Services: (examples: schools or childcare)
- ☐ Other (please specify)

9a) Is this program or service still offered today?

[This next section was answered only by people who responded “Expanded on an existing program or service” in question 5.]

6b) What programs or services have you been able to expand?

7b) What technology skills did you teach your participants in your Technology Matching Fund Project? (Check all that apply)

- ☐ Learn basic computer skills (on/off)
- ☐ Learn basic Internet (email)
- ☐ Learn intermediate computer (PowerPoint/presentation)
- ☐ Learn advanced Internet (Web authoring)
- ☐ Learn multimedia (digital photography)
- ☐ Learn to use the Internet effectively for a specific topic or reason
- ☐ Learn to build and/or maintain a computer
- ☐ Electronic civic participation
- ☐ Have general access to computers and the Internet (open lab time)
- ☐ Learn to use assistive technology
- ☐ Other or comments

8b) In addition to technology skills, what were your goals for participants? (Check all that apply)

- ☐ Education: Adult Basic Ed or GED
- ☐ Education: Youth tutoring/homework
- ☐ Education: Basic Literacy
- ☐ ESL/Citizenship
- ☐ Employment training: Basic workplace skills
- ☐ Employment training: Finding and getting a job
- ☐ Employment training: Technical certification or specialized skills
- ☐ Employment training: Special industry training (specify?)
- ☐ Business development: Small business or entrepreneur skills
- ☐ Connect to family and friends
- ☐ Life skills & resources: Banking & money management
- ☐ Life skills & resources: Health
- ☐ Life skills & resources: Legal rights

- ☐ Life skills & resources: Services: (examples: schools or childcare)
- ☐ Other (please specify)

9b) Is this program or service still offered today?

[This next section was answered only by people who responded “Both (We’re able to provide a new program or service and expand on an existing program or service)” in question 5.]

6c) What new programs or services have you been able to provide?

7c) What programs or services have you been able to expand?

8c) What technology skills did you teach your participants in your Technology Matching Fund Project?
(Check all that apply)

- ☐ Learn basic computer skills (on/off)
- ☐ Learn basic Internet (email)
- ☐ Learn intermediate computer (PowerPoint/presentation)
- ☐ Learn advanced Internet (Web authoring)
- ☐ Learn multimedia (digital photography)
- ☐ Learn to use the Internet effectively for a specific topic or reason
- ☐ Learn to build and/or maintain a computer
- ☐ Electronic civic participation
- ☐ Have general access to computers and the Internet (open lab time)
- ☐ Learn to use assistive technology
- ☐ Other or comments

9c) In addition to technology skills, what were your goals for participants? (Check all that apply)

- ☐ Education: Adult Basic Ed or GED
- ☐ Education: Youth tutoring/homework
- ☐ Education: Basic literacy
- ☐ ESL/Citizenship
- ☐ Employment training: Basic workplace skills
- ☐ Employment training: Finding and getting a job
- ☐ Employment training: Technical certification or specialized skills
- ☐ Employment training: Special Industry training (specify?)
- ☐ Business development: Small business or entrepreneur skills
- ☐ Connect to family and friends
- ☐ Life skills & resources: Banking & money management
- ☐ Life skills & resources: Health
- ☐ Life skills & resources: Legal rights
- ☐ Life skills & resources: Services: (examples: schools or childcare)
- ☐ Other (please specify)

10c) Are these programs or services still offered today?

[All respondents answered the rest of the questions in the survey (questions 11–28).]

11) Who was being served in the program and services supported by the Technology Matching Fund?

(Check all that apply)

- ☐ Pre-teens
- ☐ Teens
- ☐ Adults
- ☐ Seniors
- ☐ Disabled
- ☐ Immigrant/Refugee
- ☐ Homeless
- ☐ Low-Income
- ☐ On-site residents
- ☐ Other (please specify)

12) From the list above, who were the primary people that you served in your programs?

13) What specific ethnic groups were being served in the programs and services that the TMF grant funded? (Check all that apply)

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Hispanic/Latino
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Other (please specify)

14) From the list above, what is the primary ethnic population that you serve?

15) Did your TMF sponsored program or service draw in a different population that you hadn't served before?

- ☐ No
- ☐ Yes. Please tell us what new population you were able to serve.

16) Were you able to increase the number of people served by your organization?

- ☐ No.
- ☐ Yes. Please tell us what were the 1 or 2 most important reasons that you were able to do so.

17) Were you able to increase the quality of the services provided?

- ☐ No.
- ☐ Yes. Please tell us the 1 or 2 most important reasons that made that possible.

18) Did you have volunteers assist in the program or service delivery as part of your TMF grant?

- ☐ Yes
- ☐ No

- 19) How valuable were the volunteers to the success of your project?
- ☐ Not important at all
 - ☐ Somewhat important
 - ☐ Important
 - ☐ Very important
 - ☐ Critical Key to our success
- 20) Were you able to increase the amount of volunteer help in your organizations as a result of the TMF project?
- ☐ Yes
 - ☐ No
- 21) Did your association with your community volunteers help you find or secure other program funding?
- ☐ Yes
 - ☐ No
- 22) Did your organization gain any knowledge or skills?
- ☐ No
 - ☐ Not sure
 - ☐ Yes
- 23) Did you change how you use technology in your own organization?
- ☐ No
 - ☐ Not sure
 - ☐ Yes
- 24) Did your participation in the TMF grant project result in any collaboration?
- ☐ No
 - ☐ Not sure
 - ☐ Yes
- 25) Did your association with the city as a TMF grant recipient help you get more funding from other sources?
- ☐ No
 - ☐ Not sure
 - ☐ Yes
- 26) Other than the dollars received, please share any other ways that your organization benefited from being a City of Seattle Tech Matching Fund grantee.
- 27) Are there any other comments or insights that you would like to share with the City of Seattle's TMF grant program staff to help them understand the impact of the program and improve their services?
- 28) Could you please share your name so that we can follow up if we have any questions?

APPENDIX B: TMF GRANTEE QUESTIONNAIRE

We recommend that all current and future TMF grantees complete this questionnaire quarterly.

About your organization

Today's date:

Name of organization:

Name of person filling out report:

Project or program name that received the TMF grant:

In the last three months, has your organization gained any knowledge or skill as a result of interacting with the City through the TMF grant process?

- ☐ Yes
☐ No

In the last three months, has your organization changed how it uses technology as a result of interacting with the City through the TMF grant process?

- ☐ Yes
☐ No

About the people you served

In the past three months, how many total individuals have you served?

Age group of those that you served in the last three months: How many were:

Age	Number
Adults	
Seniors	
Teens	
Pre-teens	

Ethnicity of those that you served in the last three months:

Ethnicity	Number
Black, African American	
White	

Asian	
Hispanic	
American Indian or Alaska Native	
Native Hawaiian or Pacific Islander	
Other	

Other categories of those that you served in the last three months:

Category	Number
Immigrants and/or refugees	
Homeless	
Disabled	
On-site residents	
Low-income	

About your program

With the TMF grant, did you expand an existing program, start a new one, or both?

Please describe the new or expanded programs or services.

As a result of receiving the TMF grant, were you able to:

Serve more people?

- ☐ Yes
☐ No

Improve the quality of your program?

- ☐ Yes
☐ No

Serve a different ethnic group (if yes, please explain in the comments box)?

- ☐ Yes
☐ No

Serve a different target population (such as the disabled, homeless, etc.; if yes, please explain in the comment box)?

- ☐ Yes
☐ No

Expand the geography or service area of your program?

- ☐ Yes
☐ No

For each choice below, answer Yes or No whether these were goals that your clients had for participating in your program.

- Education: Adult Basic Ed or GED
- Education: Youth tutoring/homework
- Education: Basic literacy
- ESL/Citizenship
- Employment training: Basic workplace skills
- Employment training: Finding and getting a job
- Employment training: Technical certification or specialized skills
- Employment training: Special industry training (specify?)
- Business development: Small business or entrepreneur skills
- Connect to family and friends
- Life skills & resources: Banking & money management
- Life skills & resources: Health
- Life skills & resources: Legal rights
- Life skills & resources: Services (examples: schools or childcare)
- Other (please specify in comment box)

For each choice below, answer Yes or No whether these were skills that you taught or services you offered that helped your clients reach their goals.

- Learn basic computer skills (on/off)
- Learn basic Internet (email)
- Learn intermediate computer (PowerPoint/presentation)
- Learn advanced Internet (Web authoring)
- Learn multimedia (digital photography)
- Learn to use the Internet effectively for a specific topic or reason
- Learn to build and/or maintain a computer
- Electronic civic participation
- Have general access to computers and the Internet (open lab time)
- Learn to use assistive technology
- Other (please specify in comment box)

About the Match

Did you use volunteers as part of your match?

- ☐ Yes
- ☐ No

If you did use volunteers as part of your match, answer the following:

How valuable would you say the volunteers were to the success of your project?

- ☐ Very important
- ☐ Important
- ☐ Not important

Were you able to increase the amount of volunteer help in your organizations as a result of the TMF project?

- ☐ Yes
- ☐ No

Has your association with these volunteers led to other funding opportunities?

- ☐ Yes
- ☐ No

About collaboration and partnerships

Has your participation in the TMF grant project resulted in any collaboration with other community organizations?

- ☐ Yes
- ☐ No

Has your participation in the TMF grant project resulted in any collaboration or networking with other City departments?

- ☐ Yes
- ☐ No